

ED 021 797

24

SP 001 532

By- Saunders, Robert L.; And Others

A REPORT OF A SPECIAL TRAINING INSTITUTE TO DEVELOP EDUCATIONAL RESEARCH PERSONNEL (JUNE 13 TO AUGUST 23, 1966). FINAL REPORT.

Auburn Univ., Ala. School of Education.

Spons Agency- Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No- BR-6-2024

Pub Date 21 Nov 66

Grant- OEG-2-6-062024-1409

Note- 25p.

EDRS Price MF- \$0.25 HC- \$1.08

Descriptors- *ADMINISTRATIVE PERSONNEL, CULTURALLY DISADVANTAGED, CURRICULUM DEVELOPMENT, *EDUCATIONAL RESEARCH, *INSTITUTES (TRAINING PROGRAMS), *RESEARCH METHODOLOGY

Identifiers- Alabama, Auburn University

A 10-week summer institute held at Auburn University in 1966 provided opportunity for short-term but intensive training in educational research for 29 public school administrators. Most of the participants were selected by their school systems as persons who, after completion of the institute, could be assigned research and curriculum development responsibilities. The program utilized a guest-lecture series, classes, films, discussions, tapes and seminars-- all in conjunction with individual research projects later to be implemented by the school systems represented. Content emphases were on (1) curriculum development, (2) problems of educating the culturally deprived, and (3) choice of appropriate techniques for various research problems. Student evaluations of the program revealed general satisfaction along with constructive recommendations. Major weaknesses stemmed from the short time for publicity and participant selection. A follow-up institute for these participants as well as a new institute in 1967 are both recommended. Participants are listed; materials and program schedules are appended. (JS)

BP 6-2024
PA 24

**A Report
of
A Special Training Institute
to
Develop Educational Research Personnel**



Sponsored by
SCHOOL OF EDUCATION
AUBURN UNIVERSITY

In Cooperation With
THE U.S. OFFICE OF EDUCATION

SP001532
ED021797

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.

FINAL REPORT - RESEARCH INSTITUTE

A. Identification

1. Title: Institute to Develop Educational Research Personnel

2. Authors of Report:

Dr. Robert L. Saunders, Professor of Education and
Assistant Dean of the School of Education

Dr. Wayne Teague, Assistant Professor of Education

Mr. Clifford N. England, Instructor

Mr. James E. Bailey, Graduate Assistant

3. Contract Number: OE G 2 6 062024 1409

4. Program Director:

Dr. Robert L. Saunders, Director

Dr. Wayne Teague, Co-director

5. Imprint of Contractor:

FOR THE PRESIDENT:



Ben T. Lanham, Jr.
Vice-President for Research
Auburn University
Auburn, Alabama 36830
Telephone: 826-4784

6. The project reported herein was supported by a contract
from the U. S. Department of Health, Education, and
Welfare, Office of Education.

7. Date Transmitted: November 21, 1966

B. Dates

Initial planning in regard to the institute began in January, 1966.
The formal proposal was submitted January 17, 1966.
The training phase of the institute began June 13, 1966, and ended
August 23, 1966.

C. Orientation of Program

1. Data Regarding Participants:

a. Statistical statement:

Number: 29 (1 Negro, 28 white; 24 men, 5 women)

Types of personnel:	Teachers	3
	Guidance Counselors	1
	Administrators	25
	Others	0

b. School Systems Represented:

Anniston City Schools
Anniston, Alabama

Jefferson County Schools
Birmingham, Alabama

Auburn City Schools
Auburn, Alabama

Linden City Schools
Linden, Alabama

Carbon Hill City Schools
Carbon Hill, Alabama

Macon County Schools
Tuskegee, Alabama

Clay County Schools
Ashland, Alabama

Muscle Shoals City Schools
Muscle Shoals, Alabama

Coosa County Schools
Rockford, Alabama

Oneonta City Schools
Oneonta, Alabama

Covington County Schools
Andalusia, Alabama

Opelika City Schools
Opelika, Alabama

Cullman City Schools
Cullman, Alabama

Opp City Schools
Opp, Alabama

Elmore County Schools
Wetumpka, Alabama

Phenix City Schools
Phenix City, Alabama

Escambia County Schools
Brewton, Alabama

Randolph County Schools
Wedowee, Alabama

Etowah County Schools
Gadsden, Alabama

Russellville City Schools
Russellville, Alabama

Franklin County Schools
Russellville, Alabama

Selma City Schools
Selma, Alabama

Glynn County Schools
Brunswick, Georgia

Sheffield City Schools
Sheffield, Alabama

Names of School Systems Represented Continued--

Sylacauga City Schools
Sylacauga, Alabama

Tift County (Ga.) Schools
Tifton, Georgia

Tallassee City Schools
Tallassee, Alabama

Troup County (Ga.) Schools
LaGrange, Georgia

Winston County Schools
Haleyville, Alabama

c. Participants

Abernathy, Otis J.	Principal	P. O. Box 241 Mountville, Georgia
Beck, A. L.	Principal	Tifton, Georgia
Boley, Carl M.	Assist. Prin.	308 Meadow Hill Road Sheffield, Alabama
Branche, Jeannetta S.	Super. of Instruction	P. O. Box 90 Tuskegee, Alabama
Campbell, Billy J.*	Coordinator of Title I--89-10	113 Highland Avenue Troy, Alabama
Clements, Jimmy R.	Principal	Route 8 Russellville, Alabama
Cleveland, Allen D.	Assist. Supt.	P. O. Box F Selma, Alabama
Davis, Marion E. (Mr.)	Principal	Route 6 Andalusia, Alabama
Davis, Roy M.**	Principal	Lyeffion, Alabama
Flautt, Odelle S.	Super.-Instruction, Coordinator of Title I	Rockford, Alabama
Franks, Thomas	Director- Federal Programs	1315 Scott Avenue, N.W. Russellville, Alabama

* Awarded Stipend out Did Not Report.

** Withdrew From the Institute at the
End of First Term.

Names of Participants Continued--

Fulbright, Donald	Director- Federal Programs	Route 3, Box 22 Ashland, Alabama
Fussell, James R.	Super.-Instruc- tion	108 Moore Avenue Opp, Alabama
Hayes, Lois S.	Teacher	Route 3, Box 330 Nauvoo, Alabama
Lambert, Donald B.	Coordinator- Title I	806 McLure Drive Opelika, Alabama
Mayfield, Bill	Director- Federal Programs	1998 Scenic Drive Gadsden, Alabama
Moore, Fronia S.	Director- Instruction	706 Fourth Avenue, E. Cullman, Alabama
McLeod, Robert Floyd	Coordinator- Federal Programs	Anniston, Alabama
Page, Haskew	Principal	Castleberry, Alabama
Parker, Alvin	Principal	911 Davison Avenue Muscle Shoals, Alabama
Richter, Rudolph C.	Title I Work	Linden, Alabama
Samuels, David F.	Teacher and Coach	207 Country Drive Sylacauga, Alabama
Simpson, James W.	Principal	Newell, Alabama
Slocumb, David	Director- Federal Program	3202--14 Avenue Phenix City, Alabama
Snead, Mary John	Guidance Counselor	Route 2 Altoona, Alabama
Sutherland, R. L.	Teacher	109 Mabelon Drive Hueytown, Alabama
Taylor, Thomas N.	Assist. Supt.	Wetumpka, Alabama
Thompson, Hollis G.	Superintendent	Carbon Hill, Alabama

Names of Participants Continued--

Webster, Henry J.	Principal	East Tallassee Alabama
Williams, Thomas	Principal	310 Samford Avenue Auburn, Alabama

2. Objectives:

The primary purpose of the institute was to provide opportunities for short term but intensive training in research for thirty participants selected by their school systems as persons who, after completion of the institute, could be assigned research and curriculum development responsibilities as a major part of their work. Secondary purposes of the institute were to assist participants to:

a. Identify areas of the school program in which research needed to be undertaken.

b. Develop an understanding of research methodology and techniques necessary to carry out sound research efforts in education.

c. Prepare proposals for research projects which might be carried out under current federal legislation and to properly evaluate the research undertaken.

D. Description of the Program

The following basic instructional approaches were utilized to achieve the objectives of the institute. First, there were structured presentations and development of information, concepts, and theoretical considerations by regular staff members, consultants, and institute participants. Lectures, films, discussions, and tapes were used in this phase of the program.

Second, participants were assisted in the refinement of research proposals. This procedure involved the individual participants and their administrative superiors in a process of problem identification at the local school system level. It was anticipated that the school system would implement as rapidly as possible any proposal(s) developed in the institute.

Third, the institute employed open discussion sessions which emphasized constructive criticism of problems identified and methods for attacking them. The discussions provided an opportunity to focus and sharpen problems identified by participants and to evaluate the proposals which were presented.

Institute participants were involved in group sessions and individual assignments. For the most part the group sessions were carried on within the context of class meetings which were held three hours per day for the summer quarter. A minimum of two hours each day was devoted to library research, drafting research proposals and other independent study. In addition, participants met in seminar sessions one hour each day to analyze, critique, and evaluate proposals which were under preparation. Regular classroom instruction was devoted to acquiring an understanding of the basic principles of research, curriculum trends, innovations, developments, and problems in education arising from the need to provide more adequate education for the culturally deprived.

Group seminars were addressed to the matter of establishing the relationship of curriculum development to research in meeting the educational needs of the culturally deprived. Further, the seminars provided an open forum for the exchange, discussion, and analysis of problems, ideas for research projects, and written proposals.

During the institute, members attended the Summer Lecture Series sponsored by the School of Education. Ten visiting speakers appeared in the lecture program. In addition, there were five other guest speakers representing the State Department of Education, industry, and the School of Education of Auburn University.

E. Evaluation of the Program

1. Program Factors:

a. Objectives:

The primary purpose of the institute was to provide opportunities for short term but intensive training in research for thirty persons selected by their school systems as persons who, after completion of the institute, would be assigned research and curriculum development responsibilities as a major part of their work. Secondary purposes of the institute were to assist participants to:

- 1) Identify areas of the school program in which research needed to be undertaken.
- 2) Develop an understanding of research methodology and techniques necessary to carry out sound research efforts in education.
- 3) Prepare proposals for research projects which might be carried out under the current federal legislation and to properly evaluate the research undertaken.

It was thought that the primary purpose of the institute could be achieved by the local school systems assigning participants to these positions of responsibility. Correspondence with local school superintendents and feedback from the participants indicated that this objective was met to a significant degree.

Achievement of the secondary purpose was accepted as a responsibility of the staff and participants. Evaluation reports by the participants and staff were of such a nature as to give a reason for believing that the institute was successful. (See part 4 of this section.)

The emphasis placed on gaining sophistication in statistical methods was an important aspect of the structured program. Participants were provided an opportunity to explore the different types of statistical methods, develop skills and understanding in research and to project research programs and activities for the forthcoming year.

b. Content:

1) Focus:

Emphasis was placed on three major areas: (1) curriculum development, (2) problems arising from the need to provide adequate education for the culturally deprived, and (3) research methodology and techniques.

The participants, to varying degrees, developed the following skills.

- a) Understanding of the elements of the scientific method.
- b) Ability to identify appropriate research techniques to be used in various types of educational problems.

- c) Ability to analyze research projects which have been carried out by agencies inside and outside public education.
- d) Ability to identify sources of data and appropriate data-gathering techniques.
- e) Facility in the fundamentals of writing research proposals and reports.
- f) Ability to identify sources of financial and other kinds of assistance which are available to the research worker in education.
- g) Ability to recognize issues and innovations in various phases of curriculum development.
- h) Skill and understandings in curriculum development and innovation.

The above skills will provide for greater utilization of information in developing programs for culturally deprived students and also for up-grading the total program of the school.

2) Topics:

Following is a list of lecturers and their topics heard by the institute participants:

Dr. Fred T. Wilhelms, Assoc. Sec. National Association of Secondary School Principals, NEA Washington, D. C.	A Look at the Job to be Done in American Education
Dr. Nicholas Long Hillcrest School Washington, D.C.	The Emotionally Disturbed Child
Dr. William B. Ragan College of Education University of Oklahoma	Issues and Trends in Elementary School Curriculum
Dr. Gordon MacKenzie Professor of Education Teachers College Columbia University	Planning and Organiz- ing School Programs for the Future

Dr. David W. Darling
Inter-American Education
Conference, San Antonio,
Texas

Personal Meaning in
Learning-- The Affective
Domain

Mr. Douglas W. Burris
American Association of
Junior Colleges

Business-Related Pro-
grams in Junior Colleges
and Vocational-Technical
Schools

Dr. Ed Kurth
School of Education
University of Florida

Engineering-Related
Programs, Junior Colleges
and Vocational-Technical
Schools

Dr. Paul R. Klohr
Professor of Education
Ohio State University

Evaluation of Learning

Dr. Edwin Rumpf
Director of State Vocational
Service, U. S. Office of
Education, Washington, D. C.

Federal-State Programs
in Vocational and
Technical Education

Dr. Grant Venn
Assoc. U. S. Comm. of
Education, U. S. Office of
Education

Federal-State Vocational-
Technical-Education in
the Future

Dr. William Dorne
Assoc. Prof. of Education
Auburn University

Recognition of Gifted
Children Among Culturally
Deprived

Dr. Mildred Ellisor
Assoc. Prof. of Education
Auburn University

Early Childhood Education

Mr. James H. Boockholdt
Title I--ESEA Coordinator
Alabama State Department of
Education

Title I--ESEA
Public Law 89-10

Mr. Martin Lavoy
Alabama Technical
Assistance Corporation

Federal Programs in
Education

Mr. Robert Barden
Representative of Inter-
national Business Machines Corp.

Value of Data Processing
to School Systems

c. Staff:

Dr. Robert L. Saunders served as Director of the Institute and as instructor for the course, FED 645, Current Problems In Education, an exploratory course in problems of education. The course was used in conjunction with a series of lectures given in Auburn's "Summer Lecture Series". In addition, the course utilized lectures, as identified elsewhere in this report, by persons from various agencies and departments relevant to the purpose of the Institute. Dr. Saunders was assigned 1/3 time to the Institute.

Dr. Wayne Teague served as Co-director of the Institute and assisted in teaching the course FED 645, Current Problems in Education. Dr. Teague also worked extensively with groups in afternoon sessions during which time specific problems and possible projects were studied in depth.

Dr. Frank Conary served as instructor for the course FED 672, Statistical Methods in Education, during Term I and worked with the total group during afternoon seminars throughout the entire quarter. Students were enrolled in FED 646, Studies in Education, an independent research course, for credit in the afternoon seminars.

Dr. John Hayman served as instructor for the course FED 673, Research and Experimental Design, during Term II. He also worked with individuals and groups during afternoon hours. Dr. Hayman was a visiting professor at Auburn during the second term of the summer session. He was at that time on leave of absence from the Denver, Colorado, Public Schools where he served as Director of Research.

Dr. W. L. Davis taught the course IED 658, Seminar and Independent Study in Curriculum and Teaching, during Term II and assisted individuals and groups in relating curriculum development and improvement to the role and function of research personnel in public schools. Dr. Davis utilized the services of several Auburn professors and advanced graduate students for presentations regarding specific phases of curriculum development and improvement.

Mr. Clifford England served as instructor and assisted in the over-all operation of the Institute. He had specific responsibilities in the problems course, FED 645, Current Problems in Education, and in the afternoon seminars and discussion groups, (FED 646).

Mr. James Bailey was employed in the Institute as a graduate assistant. He had co-ordinating and operational responsibilities throughout all phases of the Institute. He rendered assistance in the preparation of materials, in room scheduling, and in other

similar responsibilities. In addition, Mr. Bailey worked in small group discussions and in individual conferences during the afternoon sessions during which time individuals were looking specifically at research proposals underway and those being planned for the future.

2. Major Strengths and Weaknesses:

a. Strengths. As a result of the Institute, participants:

- 1) Became familiar with the different research methods.
- 2) Learned how to apply certain statistical techniques to research data.
- 3) Were introduced to the proper procedure for the preparation of research proposals.
- 4) Became familiar with the methods of research dissemination.
- 5) Were introduced to new ideas of curriculum development and techniques of instructional improvement.
- 6) Experienced professional growth in the recognition of the need for instructional improvement and methods and techniques of research through which this can be achieved.
- 7) Expanded their interest in educational research.
- 8) Developed good working relationships with staff members, establishing the kind of rapport that enabled students to strive for excellence in performance and to feel that the efforts made were worthwhile. Also, students were helped to see more clearly the importance of continued professional study.
- 9) Benefited from observable learning experiences such as democratic program organization and procedure, good group dynamics, and being provided with valuable information from competent consultants.
- 10) Worked together toward a common goal of improving school programs for public school youth in the school system represented.

- 11) Received consultative help from the Alabama State Department of Education and other agencies.

b. Weaknesses:

- 1) There was some confusion at the start of the institute because of changes in faculty assignments and some misunderstanding among members as to the objectives of the institute.
- 2) Classes were dispersed throughout the day rather than being scheduled in a cluster. Time set aside between classes was not utilized profitably in all cases.
- 3) Some participants felt that too much material was presented in the time available for classes as taught on a term basis. This limitation resulted in "skimming the surface" on some topics rather than studying those topics in depth.
- 4) Lack of air-conditioned facilities for all portions of the institute schedule.
- 5) In the first term, with 18 hours of class time per week plus twenty outside hours of lecture attendance, left too little time for independent research.
- 6) Some students had not had a basic research course at the graduate level, or had it so long ago that it was rather useless. As a result, many students encountered difficulty in the elementary statistics course (FED 672).
- 7) There was considerable disparity in the background of the trainees. The range of experience was from persons who had only a few years experience in education to those with many years of experience.
Note: The short period of time available in which to publicize the Institute and select its participants contributed to the difficulties identified in statements 6 and 7 above.

3. Overall Evaluation:

The purposes and objectives of the institute were stated at the beginning of the institute program; subsequent and supplementary references were made as appropriate. However, some members of the institute thought that the objectives were not as clear as they might have been.

The structured phase of the program provided opportunities for members of the institute to participate in program planning, program development and evaluation. Individual and group reports, both written and oral, were presented by each participant. Materials covered by the reports were gathered from individual and group research projects and activities. Participants were encouraged to search for problems related to their local school situations. These problems were discussed in class sessions and plans were formulated whereby many of the problems can be identified more specifically and solved by the local school systems through continued research and experimental programs.

Evaluations of the program were secured from students at the end of Term I and again at the end of the institute. Evaluation of the lecture series (held during Term I) indicated that 69 per cent of the students felt that the lectures were beneficial and consistent with the objectives of the institute. Twenty-four per cent thought the lectures failed to meet the objectives and two per cent felt that they were helpful but did not enable the Institute to achieve its objectives. In regard to the panel discussions held after most of the lectures, 55 per cent of the participants felt that they were helpful while 45 per cent was doubtful as to their value. Reactions to the lectures were generally favorable even though the lecture series was not planned exclusively for the institute. Group discussions by the class after the various lectures were generally enthusiastic and had extensive student participation.

Comments made by participants relative to the overall program were constructive. Examples of student comments were:

1. "Being closely related to educational personnel from other parts of the state whose problems, goals, and interests are similar to my own has been stimulating and profitable."

2. "Having the stimulus of competent professors and institute personnel, along with distinguished visiting speakers, have given me a broad perspective of current thinking about many educational problems and approaches to their solution."

3. "Some of the classrooms were very uncomfortable at times due to lack of air-conditioning."

4. "An introduction to research methods and statistics has provided additional insights and understandings. I have been made aware of the need for better research in the field of education and of some of the work which is being done. The increased tempo of educational research has become obvious from our studies, outside reading, and discussions."

5. "First term, with 18 hours plus all the lectures, called for too much time in the classroom."

6. "A broad perspective of curriculum trends has been surveyed and the introduction to a valuable collection of current books in the curriculum related fields have been of real value."

7. "The institute has been most rewarding for me in a number of ways. For example, I am now more aware of the necessity for further research in education. It acted as a refresher course for me in curriculum design because some time had elapsed since I did work in that area."

8. "Considerable exposure to federal programs, proposal development, and sources of information and assistance has been a part of the institute and will prove beneficial."

9. "I feel that the institute should be continued during the summer of 1967 for a more 'in-depth' study on the part of the participants."

4. Recommendations:

a. Projects should be approved in sufficient time to enable persons in charge to recruit with firm contractual commitments. Early recruitment would provide better selectivity of participants, ample time for screening of candidates and working with systems to either establish research positions or to strengthen existing positions.

b. An institute for the summer of 1967 should be conducted for a new group of candidates. Evaluation of the institute recently completed revealed some weaknesses which could have been prevented in planning a new project.

c. A follow-up institute should be held for participants of the present institute. A second institute would provide greater sophistication in research techniques and should help produce better programs in the school systems represented.

F. Program Reports

1. Publicity:

Letters to the superintendents were sent out early in the spring announcing tentative approval of the institute. This announcement was followed by a letter to each superintendent in the state, officially announcing the program and requesting nominations. Subsequent letters were sent to applicants and interested persons. Specific instructions for admission and other related matters were forwarded to all applicants. Announcements were also made at several state-wide meetings of school administrators and in graduate courses both on and off campus.

Twenty school systems, working with Auburn University in the U.S.O.E. Project OE 5-37-037, which included administrators, board members, and other education leaders working on problems accompanying school desegregation, were notified about the institute in its early planning stage. A significant percentage of institute participants came from the systems involved in that project.

A copy of the announcement sent to applicants is shown in Appendix A. A copy of the statement of general information about the Institute is shown in Appendix B.

2. Application Summary:

- | | |
|---|------------|
| a. Approximate number of inquiries from prospective trainees (letter or conversation) | <u>100</u> |
| b. Number of completed applications received | <u>52</u> |
| c. Number of first rank applications (applicants who are well-qualified whether or not they were offered admission) | <u>41</u> |
| d. How many applicants were offered admission | <u>37</u> |

3. Trainee Summary:

- | | |
|---|-----------|
| a. Number of trainees initially accepted in program | <u>30</u> |
| Number of trainees enrolled at the beginning of program | <u>29</u> |

- Number of trainees who completed program 28
- b. Categorization of trainees:
- 1) Number of trainees who principally are elementary school teachers or secondary school teachers 3
 - 2) Number of trainees who are principally local public school administrators or supervisors 26
 - 3) Number of trainees from State education groups 0
 - 4) Number of trainees from colleges or universities, junior colleges, research bureaus, etc. 0
4. Program Director's Attendance:
- a. What was the number of instructional days for the program 54
 - b. The percent of days the director was present 78%
5. Financial Summary:

	<u>Budgeted</u>	<u>Expended or Committed</u>
a. Trainee Support		
1) Stipends	\$ 24,750	(To be completed by the Business Office, Auburn University, and submitted by December 31, 1966)
2) Dependency allowance	7,425	
3) Travel	1,440	

5. Financial Summary Continued--

	<u>Budgeted</u>	<u>Expended or Committed</u>
b. Direct Costs		
1) Personnel	10,050	
2) Supplies	450	
3) Equipment	0	
4) Travel	800	
5) Other	700	
c. Indirect Costs	<u>3,649</u>	
TOTAL	\$ 49,264	

APPENDIX A

SCHOOL OF EDUCATION AUBURN UNIVERSITY ANNOUNCES

A SUMMER INSTITUTE FOR THE PREPARATION OF
RESEARCH PERSONNEL FOR PUBLIC SCHOOL SYSTEMS
June 13, 1966 - August 23, 1966

- (1) Tuition Free plus
- (2) Dependence Allowance plus
- (3) \$75.00 per week Stipend plus
- (4) Travel Allowance plus
- (5) 16 - 18 Hours of Graduate Credit

SELECTION OF PARTICIPANTS:

Those selected to participate in the Institute must be assured of employment by a public system for the 1966-67 school year. Preference will be given to applicants who hold a Master's Degree and whose program of study included some work in curriculum.

Participants must be eligible for admission to Auburn University, either as a graduate student or as an unclassified student (8), as explained below. Persons admitted to the Graduate School of Auburn University need not become candidates for a graduate degree. A request for application forms is included as a part of this brochure.

ADMISSION TO AUBURN UNIVERSITY:

Persons planning to begin graduate study at Auburn should write the Dean of the Graduate School for application forms and a copy of the Graduate Bulletin. Those planning to enroll as unclassified students should write the Admissions Office for application forms. Completed applications and all admission materials for all new students must be returned by May 25, three weeks prior to registration.

Persons beginning graduate study at Auburn are expected to have completed the aptitude test of the Graduate Record Examination prior to their admission. However, since the GRE will be given

next during the summer quarter, applicants who have not taken the GRE before the summer quarter may apply to the Admissions Office for admission in classification 8. Work taken in classification 8 may be used for degree credit on recommendation of the department concerned, provided the student achieves admission to the Graduate School before his next enrollment. The GRE will be given at Auburn during the first term of the summer session.

THE PROGRAM:

The program of instruction will include work in statistics, research design, curriculum, preparation of research proposals and evaluation of research efforts. Formal class work and seminars are scheduled for 8:00 a.m. to 12:00 noon daily with individual research work scheduled from 1:00 to 3:00 p.m.

The following courses will be included in the Institute:

- FED 646, Studies in Education (Independent Research Study)
- FED 661, Research and Experimentation in Education
- FED 672, Statistical Methods in Education
- FED 673, Research and Experimental Design
- IED 658, Seminar and Independent Study in Curriculum and Teaching

THE STAFF:

The staff of the Institute will be: Dr. John Hayman, Director of Research, Denver Public Schools; Dr. Frank Conary, Assistant Professor of Education and staff member of the Student Counseling Center, Auburn University; Dr. W. L. Davis, Professor of Education, Auburn University; Dr. Ronald Simcox, Director of Research, DeKalb Public Schools, DeKalb, Illinois; and Dr. Joan Siebert, Associate Professor of Education, University of Delaware.

STIPENDS:

No tuition charges will be made. Participants will receive \$75.00 per week plus \$15.00 per week for each dependent. Books and other supplies must be paid for by the participants. Each participant will receive travel allowance for one round trip between place of residence and Auburn University. Travel reimbursement will be at the rate of \$.08 per mile.

LIVING ACCOMMODATIONS:

Rooms for men will be available in a wing of one of the dormitories reserved for graduate students; women will find rooms available in the graduate section of one of the women's dormitories. Room and board will cost approximately \$200.00 for the summer session.

Privately owned apartments and houses will also be available in the Auburn and Opelika communities.

Housing arrangements should be made by participants as soon as possible after they have been notified of their acceptance in the program.

Meals are available in the Auburn Union Cafeteria on campus and in nearby off-campus restaurants and boarding houses.

RECREATION:

The locale of Auburn University is excellent for recreational purposes. Just five miles out of town is Chewacla Park which has boating, fishing, supervised swimming, as well as cabins for rent, and picnic areas for the enjoyment of the residents and students in this area. Thirty miles away is Lake Martin, a large lake having over 700 miles of shore lines, with cabins and boating and excellent fishing. There are many entertainment opportunities in this area. A large population center, Columbus, Georgia, is thirty miles east of Auburn while sixty miles west lies another large population center, Montgomery, Alabama, where many more entertainment and recreational facilities are available.

NOTE: APPROPRIATE APPLICATION PROCEDURES ARE OUTLINED IN THE BROCHURE UNDER THE HEADING -- ADMISSION TO AUBURN UNIVERSITY. THE RESPONSIBILITY FOR OBTAINING AND COMPLETING NECESSARY APPLICATION PAPERS IS TO BE ASSUMED BY THE INDIVIDUAL. DEADLINES MUST BE MET IF APPLICATIONS ARE TO BE PROCESSED BY THE GRADUATE SCHOOL.

Additional information concerning the Summer Programs of the School of Education, Auburn University, is contained in the summer school brochure which is enclosed.

Requests for additional information concerning the Institute should be directed to:

Dr. Robert J. Stalcup
224 Thach Hall
Auburn University
Auburn, Alabama 36830

enclosures

How is this Institute related to your job responsibilities for the 1966-67 school year?

Are you currently engaged in any system-wide research activity?

Yes _____ No _____

If yes, briefly describe the nature of the research and your responsibility in it.

Return this page with your application request to:

Dr. Robert J. Stalcup
224 Thach Hall
Auburn University
Auburn, Alabama 36830

APPLICATION TO PARTICIPATE IN U.S.O.E. INSTITUTE FOR
PREPARATION OF EDUCATIONAL RESEARCH PERSONNEL
Auburn University, Auburn, Alabama

Name: _____ Sex _____ Age _____ Martial Status (M) _____ (S) _____

Home Address: _____ Phone: _____ No. of Children _____

School Address: _____ Phone: _____

Current Position: _____, 1966-67 Position: _____

Highest Degree Held: _____, Institution awarding highest
degree held _____

Have you previously attended Auburn University? Yes __, No ____
If yes, give date last attended _____

Have you been admitted to the Graduate School of Auburn University?
Yes __, No ____
If yes, give date _____

Have you taken the aptitude section of the Graduate Record Exam?
Yes __, No ____

Do you plan to pursue a Graduate Degree at Auburn?
Yes __, No ____

Degree _____

Do you plan to pursue a Graduate Degree at another institution?
Yes __, No ____

Degree _____

Return this application request to: Dr. Robert J. Stalcup
224 Thach Hall
Auburn University
Auburn, Alabama 36830

(This application must be postmarked not later than May 9, 1966.
It does not constitute application for admission to Auburn University.
Admission procedure explained on page one)

APPENDIX B

GENERAL INFORMATION AND REQUIREMENTS CONCERNING THE RESEARCH INSTITUTE

The major purposes of this Institute are to prepare public school personnel to carry out sound research programs and to provide information concerning current trends in research, curriculum design, sources of financial and other assistance, and preparation of research proposals. It is felt that these purposes can best be achieved within the framework of the following courses and related activities.

The course schedule for the Institute will be as follows:

TERM I

FED 672	Conary	7:00 - 8:30 a.m.
FED 645	Saunders England Bailey	8:30 -10:00 a.m.
FED 646 (Independent Research)	Conary Bailey England	1:30 - 3:00 p.m.

TERM II

FED 673	Hayman	7:00 - 8:30 a.m.
IED 658	Davis	10:00 -11:30 a.m.
FED 646 (Independent Research)	Conary Bailey England	1:30 - 3:00 p.m.

Research Institute staff will include:

Dr. Robert L. Saunders, Co-director	209 Thach Hall
Dr. Wayne Teague, Co-director	207 Thach Hall
Dr. Frank Conary	Student Counseling Service Martin Hall
Dr. W. L. Davis	223 Thach Hall
Dr. John Hayman	224 Thach Hall
Mr. James Bailey	224 Thach Hall
Mr. Clifford England	224 Thach Hall

Obviously attendance at all regularly scheduled classes and seminars and active participation in the Independent Research Program will be essential to the success of the Institute.

In addition, participants in the Institute will be expected to attend those lectures and other activities which are identified on the attached list. Participants will be asked to keep a log in which they record weekly: (1) hours devoted to course work; (2) hours devoted to individual research with brief descriptions of type of research; (3) hours devoted to seminars and related activities. These logs must be turned in to the Institute director on the last day of regular classes. Reimbursement for one round trip between home residence and Auburn at \$.08 per mile will be paid during the last week of the summer session.